DOCUMENT RESUME

ED 380 101 IR 017 029

AUTHOR	Glisson, Margaret, Ed.
TITLE	The Key to the Future: Revised Minimum Standards for Youth Services in Public Libraries of New York State.
INSTITUTION	New York Library Association, New York.
REPORT NO	ISBN-0-931658-43-8
PUB DATE	94
NOTE	80p.
AVAILABLE FROM	New York Library Association, Youth Services Section, 252 Hudson Avenue, Albany, NY 12210 ($10, plus $2 shipping and handling; New York residents add sales tax or supply tax-exempt certificate).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Community Services; Library Administration; Library Equipment; Library Planning; *Library Services; *Library Standards; *Needs Assessment; Outreach Programs; *Public Libraries; User Needs (Information); *Youth Programs
IDENTIFIERS	American Library Association; Americans with Disabilities Act 1990; *New York; Output Performance Measures

ABSTRACT

These standards provide measures for evaluating communities' needs for public library services, and summarize the essentials for quality service for youth and those who work with youth. New management tools, specifically guides for planning and role setting and manuals for defining output measures, the challenge of electronic access, as well as the State of New York mandate that public libraries provide Outreach Services necessitated a revision of standards. Forty-two standards are divided into the following chapters: "Philosophy of Service"; "Recommendations for Planning for Public Library Service for Youth"; "Recommendations for Staffing for Public Library Service for Youth"; "Recommendations for Service for Children"; and "Recommendations for Service for Youth Adults." Appendices include a list of the Standards; a discussion of the effect of the Americans with Disabilities Act on library services for youth; a summary of the planning process; a chart illustrating developmental characteristics of youth and their relationship to library services; the American Library Association competencies for librarians serving children and youth; recommendations on furniture and equipment for children; and minimum standards for public libraries in New York State. (Contains 31 references.) (AEF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

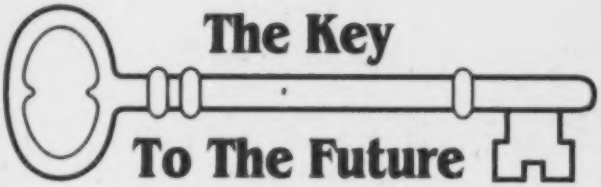
ED 380 101

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



Revised Minimum Standards for Youth Services in Public Libraries of New York State

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

Susan Holden

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR 017 029

BEST COPY AVAILABLE

Copies of this publication may be ordered for $10.00 from the New York Library Association, 252 Hudson Avenue, Albany, NY 12210. The shipping and handling charge is $2.00. New York residents, please add applicable sales tax or supply tax-exempt certificate.

This publication is printed in 12 point Times lettering.

THE KEY TO THE FUTURE

Revised Minimum Standards for Youth Services
in Public Libraries of New York State

Standards Revision Committee

Nancy M. Rubery, Chair

Mary Rinato Berman
Mary L. Brink
Mary A. Brown
Rosanne Cerny
Julie Cummins
Anne Simon
Patricia Stocker
Lisa C. Wemett

Review Committee

Julie Cummins, Chair

Karen Breen
Bruce Daniels
Rhonna Goodman
Patricia Schuman
Joseph F. Shubert
Ristiina Wigg

Margaret Glisson, Editor

copyright, 1994, Youth Services Section,
New York Library Association

ISBN: 0-931658-43-8

Table of Contents

1. Introduction 1
2. Philosophy of Service 3
3. Recommendations for Planning for Public Library Service for Youth 5
4. Recommendations for Staffing for Public Library Service for Youth 9
5. Recommendations for Service for Children 17
6. Recommendations for Service for Young Adults 27
7. Appendices
   - A. Summary of Standards 36
   - B. Library Services for Youth with Special Needs 42
   - C. Planning Process for Public Libraries 45
   - D. Learning Styles, Psychological Development and Library Applications 48
   - E. Competencies for Librarians Serving Children in Public Libraries 50
   - F. Young Adults Deserve the Best: Competencies for Librarians Serving Youth 57
   - G. Recommendations on Furniture and Equipment for Children 62
   - H. Minimum Standards for Public Libraries in New York State: Section 90.2 of the Regulations of the Commissioner of Education 64
8. Bibliography 67
9. Addenda
   - List of Committee Members 71
   - List of Sub-Committee Members 72
   - List of Review Committee Members 73
10. Index

Introduction

Each library, regardless of its size, requires:
- information to help design services for its community
- assistance in the endless struggle for better funding
- measures to evaluate its performance
- tools to analyze and solve its problems

In 1967 and again in a revised edition in 1984, Standards for Youth Services in Public Libraries of New York State were published. The standards provide measures to evaluate communities' needs for public library services. They function as benchmarks for library advocates who strive to secure funding for libraries. They summarize the essentials for quality service for youth and those who work with youth. They serve as tools for librarians and trustees to provide the best possible public library service.

The Youth Services Section of the New York Library Association convened a committee in 1992 to examine the 1984 Standards. Several developments stimulated the Committee's unanimous recommendation that the 1984 publication be re-examined.

- Since 1984 new management tools, specifically guides for planning and role setting and manuals for defining output measures, had become available.
- In 1984 the State of New York mandated that each public library system provide Outreach Services, and in 1990 the Americans With Disabilities Act became law.
- A New Compact for Learning: Improving Public Elementary, Middle and Secondary Education Results in the 1990s was issued by the New York State Board of Regents in 1991.
- Technology & Access: The Electronic Doorway Library (1989) and the subsequent report The Electronic Doorway Library: Meeting the Information Needs of the People of New York State (1993)were prepared and distributed by the Statewide Library Automation Plan Biennial Review

Committee. These documents challenge all public libraries to provide electronic access in ways which were not envisioned ten years ago.

The Standards Revision Committee worked with sub-committees (who are identified in an addendum) and invited input from public library system directors, youth services consultants and librarians throughout the state. Final review was done by a committee (also so identified) of experienced leaders representing various segments of the New York State library community.

A public library which embraces the planning process will determine output measures for itself; these measures may establish goals which aim even higher than standards presented in this publication. The New York Library Association endorses these standards as minimum criteria for excellence.

The recommendations on planning and staffing impact all youth services librarians and specialists; recommendations on services for children and for young adults are handled in separate sections. Appendices include a listing of all the Standards, a discussion of the effect of the Americans With Disabilities Act upon library service to youth, a summary of the essentials of the planning process, a chart compiled by members of the committee illustrating developmental characteristics of youth and their relationship to library services, recommendations for furnishing youth areas in public libraries, and the American Library Association competencies for the two youth specialties. A bibliography is also provided.

Philosophy of Service

"Library service to youth is the cornerstone of the public library profession." This statement in the 1984 Standards still holds true.

The foundations of effective public library service begin with provision of materials and services for children and young adults by librarians who are specifically trained to work with young people.

Librarians serving youth must be responsive to the needs of the children, young adults, and families of their communities. They should like young people, know their interests, be enthusiastic in meeting those interests, and work effectively with parents and other concerned adults.

The library delivering successful youth service holds a leadership role in its community and assumes an advocacy role on behalf of children and teenagers, articulating and furthering their needs and interests within the organizations in the library's service area who share responsibility for youth.

The dual role of delivering service to children and young adults while also serving as an advocate for them is not simple to achieve. Standards can be of inestimable help in determining and reaffirming priorities and goals for department staff, administrators, trustees, and funding sources.

The achievement of standards requires commitment:

- commitment to the unique worth of each individual served;
- commitment to the librarian's role as an agent of growth and fulfillment for each young person;
- commitment to reading as the premier skill of literacy and a vital prerequisite for each young person to be independent, effective and fulfilled in life; and, finally,
- commitment to full access to all of the library's resources

The needs and questions of young people are important in

their own right. The full range of staff skills, collections, equipment, and methods should be utilized to answer any patron's needs, regardless of age.

The public library is a place which makes the world, in all its diversity and dimensions, accessible to each young person in a format and at a level that he or she can use. The impact of technology on library service carries more import for young people. Computer-age students are acclimated to new formats and eagerly push the parameters of technological capabilities. Aligning cataloging, index headings, and access terminology to meet the needs of young users is necessary to insure full access to them.

As document delivery and data base searching become routine services, library administrators and trustees must insure that young library patrons are afforded equality of access.

The role of youth services continues to change. The term "standards" implies change as they point the way for new directions or repaving of old ones. As the library profession and the world of young people grow and change, standards serve as guideposts to focus, set direction, and facilitate constructive responses to the changes.

Constant in these changes, however, is the vital importance, to young people and to society at large, of excellent public library service to youth. The framework offered here is intended to help all who share responsibility for shaping youth services for the 21st century.

A quote from Henry David Thoreau provides an appropriate analogy to the significance of public library service to youth: "The youth gets together his materials to build a bridge to the moon or, perchance, a palace, or temple on earth; and, at length, the middle-aged man concludes to build a woodshed with them." (Thoreau's Journal, July 14, 1852.)

For today's and tomorrow's youth, it is imperative that public libraries provide the best of "materials" for them to build solid foundations for the future.

Planning for Public Library Service for Youth

The future of public library service in a community and in New York State is incumbent upon providing effective library services to both current and future taxpayers. Energetic provision of quality services for young people will translate into increased use by satisfied patrons. These satisfied patrons will, in turn, support the library financially.

Quality services are planned and nurtured. Planning is an essential component of each librarian's job and a major responsibility for trustees. Planning is essential to accurately measure the effectiveness of the library in the community and to satisfy the need for accountability to the taxpayers.

Standard #1. The philosophy of library service to youth is made tangible through a continuous planning process modeled on current professional practice dealing with planning, role setting, and output measures for public libraries and youth service.

Standard #2. Roles, goals, and objectives provide the youth specialist with the tools for planning, direction, and evaluation.

Standard #3. The librarian serving youth prepares periodic statistical and narrative reports and actively participates in planning and implementing automation in the library to insure that accurate, up-to-date statistics are available for reports.

Standard #4. Youth services librarians continually evaluate the results of the planning process, including comparisons of output measures data, to determine and substantiate budget requests and seek additional sources of funding for projects.

Standard #5. A plan of service for youth should be an integral part of a board-adopted, written, long-range plan of service as required in the revised Minimum Standards

for Public Libraries in New York State.

Standard #6. Board-adopted, written policies on such topics as registration of patrons, collection development, access to library services, programming, library conduct, and building use should include specific references to children and young adults.

The revised Minimum Standards for Public Libraries in New York State recognizes the importance of planning by requiring each and every public library from the smallest to the largest to have a Board-approved, long-range plan of service. Services to youth should be an integral part of this long-range plan.

Planning for youth services should not be done in a vacuum. It should be an integral part of the planning process for the entire library organization with the Youth Services staff as dynamic participants in all aspects of the planning process. Input from youth and those who work with youth should be sought and taken into consideration. If the library director and trustees have not yet embraced planning, then the Youth Services Department should take the lead in initiating a formal planning process.

The American Library Association provides guidance to librarians and trustees in planning for public libraries. Planning and Role Setting for Public Libraries, Output Measures for Public Libraries, Output Measures for Public Service to Children and a forthcoming companion volume on the output measures for young adult services are the standard handbooks used by the public library community for planning.

The following concepts are integral to the planning process:

Roles are general statements of public library services.

Goals are general statements of purpose that will give substance to the mission governing all library activities.

Objectives are specific, measurable statements of outcomes to be accomplished for goals to be achieved. Output measure data is essential for evaluation.

Input measures are data such as the size of the collection, the budget, or the number of reference desk hours. Input measures are sometimes referred to as data elements.

Output measures are indicators of the services a public library provides a community and indicate the state of the library and its services. Output measures are calculated by demonstrating relationships between data elements, such as circulation per capita.

The seven steps of the planning process are thoroughly explained in Planning and Role Setting for Public Libraries. They are planning to plan, looking around, selecting roles and missions, writing a mission statement, taking action, preparing a planning document, and reviewing and recycling. See Appendix C for a summary of this process.

Periodic reports based on the planning document and output measures communicate and document the achievements of planning to the library director, trustees, and staff. The narrative and statistical reports justify the budget request(s) from the youth services librarian(s), and the output measure data provides the opportunity for staff to present and substantiate reallocation of resources. The reports should be kept for reference, for use in the continuous cycle of planning, for self-evaluation, and for documentation in regular performance evaluation by supervisors.

These reports will document and substantiate requests for funding to foundations and other grant awarding bodies as youth services librarians seek grants for programs and projects.

11

Staffing for Public Library Service for Youth

Standard #7. To render effective public service, adequate and competent personnel should be provided at the local, system, and state levels.

At the local level:

Standard #8. Every public library should have a person in charge of children's services who is knowledgeable about and responsive to the needs of children.

Wherever more than one full-time professional librarian is employed within the library unit, one should be trained for and designated to work with children.

The children's specialist should have a Master's Degree in Library Science from an ALA-accredited library school with a strong background in child development and children's literature as well as strong programming skills.

Standard #9. Every public library should have a person in charge of young adult services who is knowledgeable about and responsive to the needs of young adults.

In a library that does not have a full-time or part-time young adult librarian, a designated staff member under the guidance of the library system should be responsible for maintaining the young adult collection and for providing the services that young adults require.

In a library that has two full-time professional librarians, and where there is no system young adult consultant, the adult services librarian should be familiar with young adult reference needs and also take responsibility for seeking out adult books suitable for young adult reading. The children's librarian should have the responsibility for selecting the materials that are published for a young adult audience.

In a library that has three full-time professional librarians,

one of these should be a young adult librarian responsible for materials and services.

The young adult specialist should have a Master's Degree in Library Science from an ALA-accredited library school with a background in adolescent development and young adult literature as well as strong programming skills.

Standard #10. Sufficient staff should be provided to allow for effective, optimum library service to youth at all times during the library's public hours.

Standard #11. Responsibilities of youth services librarians include collection development, programming, and outreach. Adequate time away from public service desks must be provided to allow both professional and support staff sufficient time to accomplish technical tasks, planning, and preparation.

Personnel should be allowed time on the job to prepare and plan programs, to arrange displays, to select materials for the collections, to read professional journals and to visit other community agencies, institutions, and organizations serving young people. Paraprofessional staff, under the direction of the youth specialist, should also have planning and preparation time.

While the skills and responsibilities of the children's librarian and young adult librarian will vary, primary responsibilities include:

- developing a plan of service in conjunction with the library's overall plan of service and the library's policies
- selecting, evaluating, and discarding materials in the youth collections
- utilizing those collections and the fuller resources of the local library, library system, and state to meet the full informational and recreational needs of young people and those adults concerned with young people
- planning and presenting library programs for young people in a variety of formats
- establishing sound working relationships with other

community institutions and agencies concerned with young people.

Each library must make its own policies on use of volunteer workers. Through careful placement, training, and supervision by the youth services librarian(s), volunteers may make possible services and programs which could not otherwise be provided. Volunteers should not be used instead of paid permanent staff.

Standard #12. Adequate support staff is necessary and should be assigned to youth services librarians to assist in planning and carrying out the library's plan of service to youth.

The support staff should be selected, trained, and evaluated by the staff in charge of youth services.

The nature and extent of service provided will determine whether age-level specialists require additional professional and clerical staff.

Standard #13. Salaries for beginning youth services librarians should be at least equal to the salaries of entry level public school teachers with a Master's Degree in the same community, as recommended by the Council of the New York Library Association in October 1986.

Standard #14. A written evaluation of the youth services librarian's ability and performance should be provided annually, based on the established job description and annual goals and objectives of the department and the library.

At the System Level:

Standard #15. A full-time coordinator for children's services and a full-time coordinator for young adult services should be on the staff of each public library system.

These librarians must have:

1. all the qualifications for a youth specialist in a public

library
2. a Master's Degree in Library Science from an ALA-accredited library school
3. recognized leadership ability
4. demonstrated expertise as an administrator or at least four years experience as a specialist in the appropriate youth department

The youth services coordinators are responsible for collection evaluation and development, including creating a structure that recommends and evaluates children's and young adult materials for purchase by the system's member libraries.

The youth services coordinators should plan and conduct training and continuing education in formal and informal situations on all aspects of library service to children and young adults.

The youth services coordinators are responsible for system-wide programs and public relations efforts geared towards children and young adults, such as summer reading programs and Children's Book Week.

The youth services coordinators are responsible for writing grant applications for projects which will enhance library services to children and young adults at the local and system level. The Coordinators are also responsible for administering grant projects relating to children's and young adult services.

The youth services coordinators are responsible for collaborating with the Outreach Consultant in outreach efforts conducted on a regional basis with organizations or institutions concerned with children and young adults.

The youth services coordinators should be familiar with the vast range of technological information, materials, and interests related to work with children and young adults.

The youth services coordinators should be the specialty trainers for all new youth services staff and should guide and help libraries lacking a children's or young adult specialist.

Standard #16. The children's services coordinator and the young adult services coordinator are regional advocates for youth and represent the library system in regional and statewide programs on concerns related to age-level specialties.

At the State Level:

Standard #17. A full-time youth services consultant, trained and experienced in meeting the needs of young people, is essential at the state level for coordinating activities and information relevant to the age-level specialties.

The State of New York has long enjoyed the reputation of being a pioneer in providing quality library services. The emergence of youth services in public libraries as a priority of the 1991 White House Conference on Libraries and the publication of A New Compact for Learning (1991) by the Regents of the State of New York reinforce the importance of public library services to youth at the local, state, and national levels. New York State has lacked full-time age level consultants to provide leadership and direction for far too long. Balancing the fiscal and staffing realities of the Division of Library Development with the needs of the libraries and library systems of New York State leads to the recommendation that a full-time youth services consultant be added to the staff of the Division of Library Development. Ideally, a full-time children's services consultant and a full-time young adult consultant would be on staff.

The youth services consultant should have at least five years of experience as an age-level specialty supervisor in a library system or major city system and must demonstrate leadership ability.

Responsibilities of the youth services consultant include gathering and disseminating information, continuing education, developing services, and coordinating activities relative to the specialty on a statewide basis.

The youth services consultant acts as a liaison between the public libraries and the state and national organizations and institutions concerned with youth, including but not limited to the Division of Library Development and other units, committees, and task forces of the State Education Department.

The youth services consultant monitors statewide planning, legislation, and legal decisions pertinent to his/her specialities.

The youth services consultant serves as an information specialist on library materials and services for young people for the State Education Department and assists age-level system specialists in planning and coordinating activities on a regional level.

Involvement with Library and Community Associations:

<u>Standard #18.</u> All youth services librarians should actively participate in local, state, and national library associations as well as appropriate community associations.

Involvement with association activities will help the youth services librarian keep up with developments in the field and will lead to an exchange of ideas with other librarians.

Provision should be made for youth services staff to participate in professional activities, attend meetings, conduct workshops, and serve on committees. Active participation in association activities keeps the library and librarians visible. It also increases the library's and librarian's potential for influence and leadership in professional associations.

The librarians responsible for youth services should establish communication with community associations concerned with young people and actively participate in community activities to increase the visibility and the influence of the library in the community.

Youth librarians, in conjunction and cooperation with outreach librarians, should:

- explore ways of reaching patrons through cooperation with community agencies or associations
- exchange information with community agencies and associations concerned with youth
- provide information about community services to parents and other adults working with children and young adults
- belong to key associations to promote the library as an ally in providing service to the community's young people.

The library budget should provide for reimbursement of expenses such as registration, food, lodging, and transportation. Time spent in attending these meetings should be considered part of a normal working day and compensated as such.

Contacts with Legislators and Other Decision Makers:

Standard #19. All youth services librarians should actively promote library services for youth at every opportunity and in every appropriate forum.

Youth services librarians must identify and strive to influence those individuals who determine resource allocations at the local, state, and national levels.

Professional Development:

Standard #20. Librarians serving youth in public libraries in New York State should strive to meet or exceed the Competencies for Librarians Serving Children in Public Libraries and Competencies for Librarians Serving Youth as promulgated by the American Library Association and its youth divisions.

Competencies for librarians serving youth are appended.

Standard #21. Opportunities for professional

development and in-service training should be provided by every library system and supported by every library. Youth services librarians should avail themselves of these opportunities.

Directors and trustees should encourage youth services librarians to attend conferences, workshops, institutes, and meetings at local, regional, state, and national levels. Meetings for evaluating and selecting materials are of particular importance for youth librarians. In addition, youth librarians should have opportunities to attend continuing education activities that will not only increase their speciality skills but also their skills in supervision and management.

Standard #22. Promotions and advancement should be available to youth services staff within each library organization.

Promotions can be a promotion within the youth services specialty, a combination of administration and youth services specialty, or a managerial position outside the specialty.

Recommendations for Service for Children

The foundations from which children's services are created are carefully selected materials, specially trained personnel, and suitable facilities; strong service to children is built upon these standards.

For the past century, the importance of children's services and lifelong learning has been recognized by administrators and library users. A strong statement of support which reaffirms and reinforces this tradition was offered by the delegates to the 1991 White House Conference on Libraries. They unanimously recognized the central role of children's services in public libraries across the country. Their recommendation for an omnibus package of legislation regarding library services to young people was voted the single top priority by the delegates.

In the last ten years, the public library world, like much of the business world, has adopted a new approach to the management of the provision of service to client groups. Of the eight roles suggested as guides for public library service in the 1987 publication Planning and Role Setting for Public Libraries, only one, "The Preschoolers' Door to Learning," was specifically directed to children's services. With the 1992 publication of Output Measures for Public Library Service to Children: a Manual of Standardized Procedures, the remaining seven roles are given specific definitions related to children's services. Techniques for surveys of library users, questions on access to services and facilities, and measured evaluation of collections, personnel, and budget are becoming more and more a part of library administration.

When considering budgets and services, library administrators should seek direct input from the children's manager, whether that person is a direct service provider in a tiny library or the coordinator for a large urban system. The children's librarian has an important role in the library

organization as an advocate for the child. Therefore, as libraries develop written statements of policies and procedures, the children's staff should be an integral part of the planning team, so that issues that directly affect the child user are addressed.

Standard #23. Children are entitled to the same level of professional service as other library users.

Competencies for Librarians Serving Children in Public Libraries discusses the important role of the children's librarian as an administrator and manager. The children's librarian must participate in all aspects of the library's planning process, setting departmental goals, objectives, and priorities. The children's librarian must be a good communicator who can lead story hours, testify at Regents' and legislative hearings, conduct reference interviews, and present grant applications with equal facility. None of these roles is new to the profession; they simply have not always been recognized as necessary to do the job. As children's librarians reconsider the way in which the library fulfills its role in the community, solid management techniques must be implemented.

Children's department staff should have office or other private work space equivalent to that provided for other staff in the building. Access to telephones, business machines, etc. should be provided on the same basis as well.

Materials Collection:

Standard #24. The children's collection should have a written selection policy.

It is essential for the children's collection to have a written materials selection and/or collection development policy which has been approved by the Board of Trustees. This policy should be developed by the librarian responsible for the selection of children's materials, who must be familiar with the range of the literature, the needs, and the interests of the children and community being served. Libraries should

also have in place a written procedure for handling challenged materials. These may be included in the library's general policy and procedures but must specifically address issues related to the children's collection.

A good children's collection reflects a balance between that which has been recognized as the highest quality material, that which is currently popular, and current, accurate, appealing material that reflects the full range of children's interests.

Standard #25. A minimum of 30% of the library's materials budget should be spent on the children's collection, including reference material specifically directed to the needs and reading abilities of children.

Although there is no optimum size for a children's collection, through the appropriate use of output measures, local needs can be specifically determined. However, in most communities, at least 30% of the total materials budget should be spent for children's materials (print and multi-media) to provide a collection which is large enough to fill most requests for informational and recreational materials.

Print collections should include not only circulating hard cover books, but also magazines, paperback books, reference material for curriculum support, pamphlets, clippings, etc. Large print materials should be available for the visually impaired. A good children's collection includes professional support materials (both books and periodicals) for the librarian, teachers, parents, and caregivers.

Multi-media collections should be technologically up-to-date, reflecting the library user's needs. These can include audio-visual materials, toys and other realia, or computer software for use in the library or at home. These alternative formats, as well as assistive devices such as tape recorders for recorded books, will be invaluable to physically and learning disabled patrons.

Collection developers should be aware of the different developmental stages of children (see Appendix D) and have a wide range of material appropriate to each stage.

Annual evaluation and weeding is essential for maintaining a collection which is up-to-date, in good condition, and organized for easy access.

Appealing displays, exhibits, and booklists should introduce different portions of the library collection to children. Displays and exhibits should be changed frequently and booklists should be kept current.

Output Measures:
- Circulation per child or per capita
- In-library use of materials per child
- Turnover rate of children's materials

Input Measures:
- Per child capita spending
- Size of collection

Services and Programs:

Standard #26. Every child is entitled to have a public library card. Libraries should have written policies on registration, loan procedures, etc. as they affect child users.

The policies and procedures of the library should reflect use by children. Specific mention must be made of registration procedures, access to services, and overdues and fines policies as they relate to children. (Sample policies and procedures may be found in Kids Welcome Here.)

Children must have equal rights to privacy under New York State's confidentiality laws. (Section 4509, Civil Practice Law and Rules, The Laws of the State of New York, Chapter 14, Section 1, 1982, amended 1988). It is necessary for administrators or Boards of Trustees to consider the following questions when addressing registration procedures regarding children:

- Do parents need to give permission for children to use the library? If so, may parents restrict what material their children borrow?

- Are parents responsible for fines and other charges? If yes, what will be the impact on confidentiality for the child?

Policies regarding discipline, loitering, and other inappropriate library patron behaviors should also be included in written policies. Children should not be subjected to more stringent rules than other library users, but there may be issues of safety and notification of parents which may have to be specifically addressed for minors using the library.

Standard #27. Children must have access to the same range of services, including the latest technologies, available to other users.

Libraries must provide a range of reference service specifically appropriate to the needs of children. Homework support, materials to support a child's intellectual curiosity and other general interests, information on community services available for and to children and adults in child-serving roles should be available in the children's collection, although some

libraries may choose to have one unified reference center. In each case, children must have equal access to all reference services such as on-line searching and access to special collections. Other specialized borrower services such as inter-library loan should be available to young users.

Standard #28. Children's services must have an important role in promoting family literacy.

The public library is a major community resource for early childhood education and community information for parents. Libraries which serve adult new learners should be aware of the role of the children's librarian as a provider of important skills and materials for the children of these students. Modeling reading behaviors, recommending books for family sharing, and general encouragement of the importance of family literacy are natural outgrowths of regular children's department programs and collections.

The public library has a major role in helping all families prepare their child for school. Children's librarians today need to develop an increased expertise in delivering programs and services to preschool children and their caregivers. Cooperation with schools continues to be a major role for children's library service. New York State's A New Compact for Learning calls for alliances in providing learning sites and programs. Coordinated collection development could be explored, as well as possibilities for interlibrary loans. The public librarian and the public library's resources should be known in the local schools through visits with classes or assemblies.

Libraries must also be aware of and responsive to the growing trend toward home schooling in many communities and make provisions for the special needs of these children and their parents.

It is incumbent upon the children's librarian to be well informed concerning family resources, including community agencies, schools, and other local educational or cultural institutions. The children's room or area is a source of information

for families on a full range of community services available to them. Important topics to include are day care, afterschool programs, Head Start and nursery programs, health care providers, legal services for minors, etc.

Output Measures:

# of community contacts
# of information transactions on community questions
% of reference questions correctly answered

Standard #29. Programs specific to the needs of children and their caregivers should be provided in libraries of all sizes on a regular basis.

Standard #30. A specific budget should be allocated for children's programming which reflects community needs. This budget should be sufficient to plan, present, and publicize programs throughout the community.

Library programming for children is collection related. It may take the form of storybook or booktalking programs, arts and crafts workshops, live presentations of music, drama, magic, etc., audio-visual showings or programs involving other technologies, such as computers or audio equipment, which will lead to children's exploration of the book collection. Because programming is a basic library activity, it is essential that library time be scheduled for planning, preparation and publicity. Necessary funds must also be budgeted.

Output measures will be useful for the library to determine how often and for what age levels this programming should be presented. Often library programs are the only public entertainment available in the community for children, including those who are learning impaired or physically disabled. Careful planning, physical access, and professional presentation are vital. Programs for children and their parents are a major form of direct outreach in every village, town, or city in New York State. As such, they should be offered at a variety of times, thus enabling attendance by working parents.

Output Measures:

User surveys (census by age)

Program attendance per child capita
Program attendance per child registrant
Childcare center and/or school class visit rate
User satisfaction re: programs
Summer Reading Club statistics
School-age population use measures

Input Measures:
Program budget
Staff time
Meeting space availability
Hours of service
# of programs offered

Public Relations:

Standard #31. Library services, collections, and hours should be widely publicized throughout the community.

It is important to provide information as it relates to programs and services specifically to children. In addition to the regular outlets of information in the community, children and parents can often best be reached through the school system. Announcements to parents' associations and in places where children gather, such as health facilities, churches, and other community centers, as well as schools, may be important advertising outlets.

Promotional announcements should mention how the program can be made accessible to children with special needs.

Output Measures:
User surveys of program attendees and new registrants
Surveys of where readers get information on library programs

Physical Facilities:

Standard #32. The children's area should have specialized furniture and equipment suitable for use by children.

While libraries are aware of their new responsibilities to those with physical disabilities under the Americans with Disabilities Act (see Appendix B), they must also be aware of the special physical needs of all children using their facilities.

Libraries offering services for babies and toddlers should provide changing tables in restrooms. All librarians should provide child-sized furniture, shelving, and bathroom fixtures in the children's area. A child-safe environment will include proper electrical fittings, furniture which has softened or rounded surfaces, and doors which can be opened by the youngest independent users.

All libraries should provide separate shelving and seating areas for children. Where finances and space permit, specialized equipment should be provided, e.g. carpeting or cushions for seating, separate age-appropriate areas for preschoolers and parents, and quiet study spaces for older students. A separate room for children's programs and meetings should be provided if possible. In facilities which share meeting space, special provision for children's programs should be made, such as smaller chairs or cushions for seating.

The library staff should be able to easily monitor the safety of children from their work stations. Clear sight-lines or supplementary viewing devices for hidden areas are essential. This is important for defusing disciplinary problems where children congregate or where strangers to the children's room may cause a problem.

Signage should clearly direct patrons to the children's area. It should be both written and symbolic so that non-readers can easily discern its meaning.

With the increasing traffic of very young children in the library, other architectural safety design issues must be kept in mind. Potential safety hazards include steep stairs, high or narrow banisters, low railings, high drinking fountains, equipment such as security gates, table corners, etc. at child's neck or eye levels, slippery floors, and more. Children's

librarians should be consulted at every stage of design or redesign of the children's area to insure a child-safe environment. (See Appendix G for recommendations.)

Recommendations for Service for Young Adults

Young adult is a term used by the library profession to designate adolescents. The exact age span for young adults has been debated because adolescence is a process as well as a period of life. Young adults are people who no longer see themselves as children but who have not yet achieved adulthood. Some young people enter adolescence before reaching a chronological teen age, while others remain adolescents well into their twenties. Many libraries provide young adult services to students in junior and senior high school. In some communities where the middle school configuration has been adopted by the school district, students in the sixth grade and above may be served by the young adult specialist.

Young adults are a unique, dynamic population having special needs and interests. Library services for young adults should be devised to reach out to this distinctive group. Young adult specialists must have a good understanding of adolescent psychology and be sensitive to this age group's characteristics.

The public library is responsible for providing staff specially trained in selecting materials for young adults and for making those materials accessible. For those young adults who do not or cannot visit the library, an aggressive policy of outreach must be pursued in agencies, schools, and institutions through programs and publicity which reach teenagers. The role of the young adult specialist is to bring the library into the life of the young adult in such a way that the library becomes a lifelong habit.

Materials Collection:

Standard #33. The public library should have a written selection policy which defines the purpose of the young adult collection and delineates criteria for choosing materials.

The young adult services librarian should be instrumental in formulating the Collection Development Statement. This policy should be approved by the Board of Trustees and should reaffirm the library's position on inclusion of resources of diverse viewpoints and on controversial subjects. Coordinating the acquisition and maintenance of young adult materials is the responsibility of the young adult librarian.

Standard #34. A minimum of 15% of the library's total materials budget should be specifically designated for young adult print materials.

The young adult services staff should be consulted in the formulation of the young adult materials budget. An adequate materials budget is essential for the maintenance of quality library services to young adults. Evaluation of the usage patterns of the library's total collection is necessary in determining this figure. The young adult collection should include current and attractive nonfiction, fiction, reference materials, periodicals, and pamphlets. 25 to 50% of the young adult book budget should be spent on paperback books because of their great appeal to teens.

The young adult services staff should supply input and output measures to justify budget allocations and have direct fiscal responsibility for the young adult services budget.

Standard #35. The young adult materials collection should meet the existing and potential needs of the community's adolescents, providing a balanced collection of subjects in a variety of formats at various levels of comprehension.

The young adult specialist should be aware of the types of materials that students request for research assignments and purchase them accordingly. Young adults are highly interested in a variety of audio-visual formats and electronic information sources. The library should reflect this by allocating 35% of its total audio-visual budget to materials of interest to young adults.

Specialized materials in a variety of formats and assistive

devices should be available for use by young adults with disabilities. High-interest/low-vocabulary materials should be carefully selected and shelved with the other young adult materials. Young adults who speak English as a second language should have access to literacy and English as a Second Language (ESL) materials.

Separate career information collections can assist students with required assignments as well as allow them to explore the multitude of career options open to them. Directories of colleges and vocational training centers, college catalogs, financial aid guides, review books for admission tests, etc. should be available. Librarians should serve as additional distribution points for financial aid and test application forms.

The young adult materials collection should also strive to meet the needs and interests of people in the community who work with young adults, including their parents and caregivers.

The quality and effectiveness of the collection should be maintained by the young adult services librarian through continuous evaluation. Materials in all formats should be of high quality, timely and authoritative.

Special displays in the young adult area should be created to develop an awareness of the broad range of materials from the entire library collection which have appeal to young adults.

An effective young adult collection should provide appropriate materials for the unique needs and interests of young adults. It should also assist adolescents in making the transition from juvenile literature and the children's department to quality young adult and adult literature, with a goal of promoting more independent use of the entire library.

Where on-line public access catalogs or CD-ROM catalogs are utilized, subject access should be through terms familiar to young adults. Data bases should include full bibliographic records for all young adult materials.

Output Measures:

Circulation of library materials per young adult

Circulation of young adult materials per young adult
In-library use of young adult materials per young adult
Turnover rate of young adult materials
In-library turnover rate of young adult nonfiction
Young adult fill rate
Homework fill rate
Young adult paperback book fill rate
Fill rate for literacy/English as a Second Language materials

Services and Programs:

<u>Standard #36.</u> All young adults in the community must have equal and unrestricted access to the entire range of library services.

Such services include response to reference requests generated by school assignments as well as questions generated by personal needs and interests of young adults. All assignments are of serious concern to the student and should be treated with respect.

Young adults should be afforded courteous, sympathetic, and confidential treatment in all libraries. Confidentiality of circulation records is assured through New York State law. (See p. 20)

All audiovisual equipment and materials, including computers, data base searches, and automated catalogs should be available to young adults. If a search has exhausted the community library's collection, it is the librarian's responsibility to explain reserve systems, interlibrary loans, and other available means for obtaining materials. As computer and telecommunications technologies expand, the information needs of young adults should continue to be met through information retrieval and resource sharing. The Electronic Doorway Library proposed in the statewide automation plan should provide information to patrons of all ages.

Librarians must be prepared to teach research and computer skills as required, with a goal of creating independent

learners. Young adults, whether in a traditional or home school, may need guidance in choosing resources appropriate to the task at hand and in making effective use of reference information.

Job and career advisory services should be provided for all young adults, especially out-of-school youth. When possible, a specially trained librarian should be available to work on a one-to-one basis with young people to provide information on careers, jobs, high school equivalency programs, college selection, financial aid, resume preparation, and interview techniques.

Standard #37. In response to the needs of the community, every library should regularly schedule programs for young adults, their parents, and others working with young adults.

Standard #38. A specific budget, sufficient to plan, present, and publicize young adult programs, should be designated.

Programming should be as varied as the interests of the young adults and should reflect the needs of the community. Programs should focus on current young adult concerns and enthusiasms, but should avoid duplicating activities that are readily available elsewhere in the community. Program ideas should emanate from a variety of sources, including community agencies, community events, professional publications, young adult magazines, newspapers, staff members, and young adults themselves. Young adults should be actively involved in planning programs. Input can be solicited from youth advisory groups and through the administration of surveys to young adults in schools or to those students attending library programs. Opportunities for volunteerism should be an aspect of young adult programming.

Through a community analysis, information should be gathered about young adults and community resources, with consideration given to special groups (e.g. young people with disabilities, the gifted, youth at-risk) when planning programs.

The format and location of informational and recreational programs should be accessible to all and held not only in the library, but also in other community locations.

A library should provide a minimum of four programs a year. Ideally, the library should sponsor or co-sponsor at least one young adult program per month.

Standard #39. The public library collaborates with local schools in its service area in order to meet the informational and recreational needs of young adults and to create life-long learners.

The public library and school library collections should complement each other. The public library should explore sponsoring cooperative programs and establish an interlibrary loan system with school libraries. Impetus for such collaboration can be found in New York State's A New Compact for Learning, which emphasizes the need for partnerships to be formed to insure the success of public and school library services.

Standard #40. The young adult services librarian establishes communication and cooperative relationships with social service agencies, recreation providers, local government, and community associations and organizations that serve youth.

The young adult services librarian is responsible for initiating and maintaining an exchange of information with local youth organizations and community agencies serving teens. Information about community services should be provided to young adults, parents, and other adults working with youth.

The young adult specialist should work with appropriate agencies and library system personnel to seek sources of funding for special collaborative programs or projects, such as outreach to out-of-school youth, young adults in institutions, community residences for youth with physical or emotional disabilities, and homeless shelters.

Output Measures:
Young adult information transactions per young adult
Homework fill rate
Fill rate for young adult materials
Young adult program attendance per young adult
Annual attendance per young adult program
Average attendance per young adult program
Summer reading program participation per young adult population

Public Relations:

Standard #41. The library's plan of service for young adults should include a well-planned and coordinated publicity program.

Programs and services for young adults should be promoted through a wide variety of community contacts and media. Fliers and newsletters for young adults published by the library are one avenue to reach and inform teenagers of upcoming program offerings and services for them. Local newspapers are also effective vehicles for disseminating information to young adults and their families.

A strong public relations program should also be directed toward the school administration, faculty, and students. The young adult librarian should visit classrooms in the schools regularly and invite school classes to visit the public library. The young adult librarian should seek cooperation through the distribution of public library fliers in the classroom and school library media center, publication of press releases in the student newspaper, or brief public address announcements during the school day.

Output Measures:
Class visit rate
School visit rate
Annual number of community contacts
Annual number of institutional contacts

Physical Facilities:

<u>Standard #42.</u> Every public library should have a clearly identified separate area designated for young adults.

A young adult area should not segregate teenagers from the rest of the library, but should be a focal point that makes them aware of materials available to them, enhances their comfort, and conveys that they are desirable patrons in the library.

It is both practically and psychologically important to house the young adult collection adjacent to the adult area. The young adult section should be placed near a staffed area to allow for assistance and supervision without making the section appear to be under scrutiny.

The young adult area should be physically accessible to all adolescents, easily visible and identifiable, and functional and flexible in design. It should have study tables, sufficient shelving for young adult materials, space designated for display purposes, and attractive, multi-purpose furniture which is comfortable and durable. Areas for leisure reading, studying, and socializing should be included.

Facilities for lighted exhibit cases, bulletin board or poster space, and computers should be considered when the area for teenagers is designed. Magazine racks and listening stations with headphones should be available in this area.

Young adult programming should have access to the library's programming space.

Output Measures:
- Young adult visits per young adult
- Building use by young adults
- Young adult use of the young adult area
- Furniture/equipment use by young adults

41

APPENDIX A:
SUMMARY OF STANDARDS

PLANNING FOR PUBLIC LIBRARY SERVICE FOR YOUTH:

Standard #1. The philosophy of library service to youth is made tangible through a continuous planning process modeled on current professional practice dealing with planning, role setting, and output measures for public libraries and youth services.

Standard #2. Roles, goals, and objectives provide the youth specialist with the tools for planning, direction, and evaluation.

Standard #3. The librarian serving youth prepares periodic statistical and narrative reports and actively participates in planning and implementing automation in the library to insure that accurate, up-to-date statistics are available for reports.

Standard #4. Youth services librarians continually evaluate the results of the planning process, including comparisons of output measures data, to determine and substantiate budget requests and seek additional sources of funding for projects.

Standard #5. A plan of service for youth should be an integral part of a board-adopted, written, long-range plan of service as required in the revised Minimum Standards for Public Libraries in New York State.

Standard #6. Board-adopted, written policies on such topics as registration of patrons, collection development, access to library services, programming, library conduct, and building use should include specific references to children and young adults.

STAFFING FOR PUBLIC LIBRARY SERVICE FOR YOUTH:

Standard #7. To render effective public service, adequate and

competent personnel should be provided at the local, system, and state levels.

AT THE LOCAL LEVEL:

Standard #8. Every public library should have a person in charge of children's services who is knowledgeable about and responsive to the needs of children.

Standard #9. Every public library should have a person in charge of young adult services who is knowledgeable about and responsive to the needs of young adults.

Standard #10. Sufficient staff should be provided to allow for effective, optimum library service to youth at all times during the library's public hours.

Standard #11. Responsibilities of youth services librarians include collection development, programming, and outreach. Adequate time away from public service desks must be provided to allow both professional and support staff sufficient time to accomplish technical tasks, planning, and preparation.

Standard #12. Adequate support staff is necessary and should be assigned to youth services librarians to assist in planning and carrying out the library's plan of service to youth.

Standard #13. Salaries for beginning youth services librarians should be at least equal to the salaries of entry level public school teachers with a Master's Degree in the same community, as recommended by the Council of the New York Library Association in October 1986.

Standard #14. A written evaluation of the youth services librarian's ability and performance should be provided annually, based on the established job description and annual goals and objectives of the department and the library.

AT THE SYSTEM LEVEL:

Standard #15. A full-time coordinator for children's services and a full-time coordinator for young adult services

should be on the staff of each public library system.

Standard #16. The children's services coordinator and the young adult services coordinator are regional advocates for youth and represent the library system in regional and statewide programs on concerns related to age-level specialities.

AT THE STATE LEVEL:

Standard #17. A full-time youth services consultant, trained and experienced in meeting the needs of young people, is essential at the state level for coordinating activities and information relevant to the age-level specialties.

INVOLVEMENT WITH LIBRARY AND COMMUNITY ASSOCIATIONS:

Standard #18. All youth services librarians should actively participate in local, state, and national library associations as well as appropriate community associations.

CONTACTS WITH LEGISLATORS AND OTHER DECISION MAKERS:

Standard #19. All youth services librarians should actively promote library services for youth at every opportunity and in every appropriate forum.

PROFESSIONAL DEVELOPMENT:

Standard #20. Librarians serving youth in public libraries in New York State should strive to meet or exceed the Competencies for Librarians Serving Children in Public Libraries and Competencies for Librarians Serving Youth as promulgated by the American Library Association and its youth divisions.

Standard #21. Opportunities for professional development and in-service training should be provided by every library system and supported by every library. Youth services librarians should avail themselves of these opportunities.

Standard #22. Promotions and advancement should be available to youth services staff within each library organization.

SERVICE FOR CHILDREN:

Standard #23. Children are entitled to the same level of professional service as other library users.

MATERIALS COLLECTION:

Standard #24. The children's collection should have a written selection policy.

Standard #25. A minimum of 30% of the library's materials budget should be spent on the children's collection, including reference material specifically directed to the needs and reading abilities of children.

SERVICES AND PROGRAMS:

Standard #26. Every child is entitled to have a public library card. Libraries should have written policies on registration, loan procedures, etc. as they affect child users.

Standard #27. Children must have access to the same range of services, including the latest technologies, available to other users.

Standard #28. Children's services must have an important role in promoting family literacy.

Standard #29. Programs specific to the needs of children and their caregivers should be provided in libraries of all sizes on a regular basis.

Standard #30. A specific budget should be allocated for children's programming which reflects community needs. This budget should be sufficient to plan, present, and publicize programs throughout the community.

PUBLIC RELATIONS:

Standard #31. Library services, collections, and hours should be wide publicized throughout the community.

PHYSICAL FACILITIES:

Standard #32. The children's area should have specialized furniture and equipment suitable for use by children.

SERVICE FOR YOUNG ADULTS:

MATERIALS COLLECTION:

Standard #33. The public library should have a written selection policy which defines the purpose of the young adult collection and delineates criteria for choosing materials.

Standard #34. A minimum of 15% of the library's total materials budget should be specifically designated for young adult print materials.

Standard #35. The young adult materials collection should meet the existing and potential needs of the community's adolescents, providing a balanced collection of subjects in a variety of formats at various levels of comprehension.

SERVICES AND PROGRAMS:

Standard #36. All young adults in the community must have equal and unrestricted access to the entire range of library services.

Standard #37. In response to the needs of the community, every library should regularly schedule programs for young adults, their parents, and others working with young adults.

Standard #38. A specific budget, sufficient to plan, present, and publicize young adult programs, should be designated.

Standard #39. The public library collaborates with local schools in its service area in order to meet the informational and recreational needs of young adults and to create life-long learners.

Standard #40. The young adult services librarian establishes communication and cooperative relationships with social service agencies, recreation providers, local government, and community associations and organizations that serve youth.

PUBLIC RELATIONS:

Standard #41. The library's plan of service for young adults should include a well-planned and coordinated publicity program.

Standard #42. Every public library should have a clearly identified, separate area designated for young adults.

APPENDIX B: LIBRARY SERVICES FOR YOUTH WITH SPECIAL NEEDS: IN PARTNERSHIP WITH THE AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) is a comprehensive federal civil rights statute signed into law in 1990. The legislation requires public libraries to improve physical accessibility and programming opportunities for people with mental or physical disabilities. For libraries, the basic principle becomes inclusion in all activities and services. The opportunity to participate should be available to all children and young adults, regardless of disability.

Section 35.105 of the ADA requires all state and local entities to evaluate current policies and practices, identifying and correcting any which do not meet the requirements of the regulations. Libraries must conduct a self-evaluation survey of their facility, services, and policies with an eye toward accessibility. People with disabilities should be invited to help with the self-evaluation process. The ADA coordinator in the public library system can also provide assistance. Every public library should maintain a permanent public file regarding the accessibility plan and the steps taken to comply with the ADA. Consult the bibliography for resources about the ADA and self-evaluation plans.

The first and highest priority should be getting children and young adults into the building. The self-evaluation identifies physical obstacles in the library that can limit accessibility for people of any age. Ways to remove physical barriers include installing a ramp or curb cuts in sidewalks and entrances, designating accessible parking spaces, repositioning shelves, rearranging tables, chairs, display racks and other furniture, installing flashing alarm lights, widening doorways, having grab bars in toilet stalls, and insulating lavatory pipes to prevent burns.

Physical barriers may be the most obvious impediment to public library use by those with disabilities, but accessibility

of library programs, collections, and staff's and patrons' attitudinal barriers must also be addressed.

The ADA requires libraries to provide auxiliary aids or services. Public library systems are often able to provide member libraries with access to these materials or adaptive equipment, which might include taped books, large print books, Braille materials, or other methods of making visually delivered materials available to youth with visual impairment or learning disabilities. Telecommunications devices such as a TDD (Telecommunication Device for the Deaf), open- and closed- captioned videos, assistive listening devices, etc. should be considered for young hearing impaired patrons. New auxiliary aids and assistive technologies are continually being developed for people with disabilities. Computer-assisted programs and other electronic technology provide exciting ways to access information.

Library programs should aim for accessibility by offering sign language interpreters, an amplification system, or open-captioned videos. All library promotions should specify how the program is or can be made accessible to people with special needs. It is not necessary to provide special programming for people with disabilities. Rather, current programming should be broadened by using adaptive equipment or methods and promoting the service to community groups working with people with disabilities.

Providing materials in a variety of formats and increasing accessibility of programs to youth with special needs will increase awareness and sensitivity among library patrons and staff concerning people with disabilities. Staff development activities and continuing education opportunities should help staff deal with personal feelings, emotional barriers, or stereotypes about disabling conditions. Library system staff are often able to provide appropriate training or locate people in agencies such as VESID (New York State Vocational and Educational Services for Individuals with Disabilities) or Centers for Independent Living to present relevant programs.

Libraries should contact their public library system for

assistance regarding outreach activities and services for children and youth. Special state and federal grant opportunities are sometimes available to provide funding for better access to library services and materials for underserved populations. Public library systems in New York State may also apply to receive special funds, such as the New York State Coordinated Outreach grant, with each system designating a coordinator for outreach services. Coordinated Outreach Services funds are used across New York State to provide library services to persons who might not otherwise receive them. Coordinated Outreach Services, pursuant to sections 207 and 273 of the New York State Education Law subdivision (j) of section 90.3 of the Regulations of the Commission of Education, means a planned and integrated program of library services designed to identify, contact, and serve persons who are educationally disadvantaged, members of ethnic or minority groups in need of special library services, unemployed and in need of job placement assistance, living in areas underserved by a library, blind, physically handicapped, aged, or confined in institutions.

APPENDIX C:
PLANNING PROCESS FOR PUBLIC LIBRARIES

Planning for youth services must be done as an integral part of the planning process for the entire library organization. This process is clearly delineated in Planning and Role Setting for Public Libraries and is summarized in this appendix.

In the first step, **planning to plan**, the library staff (including the youth services staff), trustees and representatives of the community study the planning process and the reasons for planning. This Planning Group needs to understand why they are embarking on this planning process and agree on roles, duties, and tasks of the individual members of the Planning Group.

Looking around is the second step in the planning process. The Planning Group collects and examines data and information about the library and its services, the community, and the people who live in the community. The planners need objective data collected in a systematic manner to measure the effectiveness of the library and its services.

Planners need information on the current and future environment in which the library exists and will exist. They need to know who lives and will live in this environment. They need to have an understanding of the financial, physical, and personnel resources of the library, and they need to review the programs of the library.

In the looking around phase, planners need to survey regular library patrons and people who, rarely, if ever, use the library. Surveys should measure whether these groups know about existing library services and the effectiveness of these services, as well as provide input for new services. Children, young adults, parents, teachers, care providers and others in the community who interact with children and young adults should be surveyed.

Planners will need statistical data from community plans and studies, such as census information and strategic plans from area school districts, to evaluate current and future community needs. Planning and Role Setting for Public Libraries provides information on collecting data to evaluate the community needs.

Planners also need statistical data on current levels of library service. They need to consider how the library measures up to the standards put forth in this document. In recent years, public libraries in New York State have been asked for some very basic statistical data on services to children and young adults on the Annual Report for the State Education Department. However, for purposes of planning, the data required for the Annual Report is woefully inadequate.

Three initiatives would begin to remedy the inadequate statistics:

1. The Division of Library Development should encourage the National Center for Education Statistics to recognize young adults as a separate group of library users.

2. The Division of Library Development should modify the Annual Report form to require libraries to report separate holdings for young adult materials. Currently young adult materials are combined with juvenile and/or adult holdings, making it impossible to determine output measures specific to young adult materials, e.g. how often do young adult books go out? Who is borrowing young adult books -- young adults or adults or children?

3. As libraries move toward automating the circulation function, youth services librarians must work with the vendors to insure that the computer program will generate the output measures needed by the library. For example, the planning team will undoubtedly want to know how many children are registered borrowers and how many young adults are registered borrowers. The planners will also want to know how many library materials were checked out by children and how many were checked out by young adults.

In the meantime, Output Measures for Public Libraries and Output Measures for Public Library Service to Children provide information on how to manually collect data on levels of library service.

With the data from the surveys and the output measures, the planners can identify needs, opportunities, and areas of decision for youth services.

Having looked at the community and the library and gathered and analyzed data, the planners move on to **selecting roles and missions** for youth services. ALA's Planning and Role Setting for Public Libraries and Output Measures for Public Library Service to Children identify eight roles for public libraries and their applications to youth services:

1. Community Activities Center
2. Community Information Center
3. Formal Education Support Center
4. Independent Learning Center
5. Popular Materials Center
6. Door to Learning
7. Reference Library
8. Research Center

The object of planning is to focus attention and resources on selected roles such as two or three of the above. Focusing on a limited number of roles is especially useful for the small library. The data collected from the surveys and a careful look at all of the information gathered during the looking around step will help the planners prioritize the roles into one of three categories: primary, secondary, or maintenance. Planners will then select anywhere from one to four roles to emphasize and set goals and objectives for the chosen roles.

Planners should incorporate the information gathered on how the library measures up to the standards included in this document as they set goals and objectives.

Once the roles are selected, the Planning Group writes a **mission statement** for youth services. The mission statement defines the purpose of the department(s).

In step five of the Planning Process, **taking action**, the Planning Group selects appropriate activities which will meet the objectives.

Step six is to **prepare a planning document** and step seven is **reviewing and recycling**. In the last step, the Planning Group focuses on evaluation. Evaluation is critical. It is the link between one planning cycle and the next and leads to a cyclical approach to planning. As the Planning Group evaluates the goals, objectives, and activities in the first planning document, they are, in essence, starting the planning process all over again.

APPENDIX D:
LEARNING STYLES, PSYCHOLOGICAL DEVELOPMENT AND LIBRARY APPLICATIONS

LEARNING STYLES	PSYCHOLOGICAL DEVELOPMENT	LIBRARY APPLICATION
Infancy, ages 0-2. Single greatest stage of physiological growth and development; centered on development of motor skills, early language, learning through sensory input.	Egocentric and family oriented; explores the world through eyes, ears, hands, feet and mouth.	Time to begin reading aloud to children (board books, Mother Goose and nursery rhymes); enjoys listening to music and responds to rhythm. "Lap Sit" programs appropriate.
Toddlers, ages 2-3. Beginning to refine physical skills and taking first steps to physical independence.	Begins to assert self. Understands simple concepts.	Can concentrate on simple stories but still needs a great deal of physical activity and one-on-one interaction. Programs should include caregiver.
Preschool, ages 4-5. Language skills fully in place, vocabulary expanding rapidly.	Has begun exploring the world beyond the nuclear family and beginning to identify with other children.	Can follow directions, can sit still for longer stories or activities, can attend programs independently. Simple crafts can be introduced to story time.
Primary grades, K-2. Logical reasoning begins; school work concentrates on the "3 Rs."	The "3 Cs" develop; consolidation, cooperation and calculation.	Beginning readers themselves, they still enjoy being read to. Sense of humor becomes more sophisticated, a wider range of stories is appreciated.

LEARNING STYLES	PSYCHOLOGICAL DEVELOPMENT	LIBRARY APPLICATION
Middle grades, 3-5. Beginning of independent academics and complex reasoning.	Expanding sense of individuality, the sense of self is more influenced by relationships outside the family.	Ready for the full range of library programs; moving into chapter books and materials for independent study.
Pre-adolescents, gr. 6-8 Onset of puberty; able to handle abstract reasoning.	Self-conscious, may begin to challenge authority but still dependent on the family. Think of themselves as teenagers, not children.	Can finally use the full range of reference material, may begin to use YA and adult collections. Developing an interest in popular culture.
Adolescents, gr. 9-12. Completion of physical development; integrating formal learning into independent "life skills."	May seem to be "a child in an adult's body" but ready to become a fully participating member of the larger community.	The Young Adult Section is a bridge into the adult collection, although materials and programs of specific interest to the age group are still essential.

Compiled by members of the Committee

APPENDIX E: COMPETENCIES FOR LIBRARIANS SERVING CHILDREN IN PUBLIC LIBRARIES

Effective library service for children entails a broad range of expertise and professional skills. The librarian serving children is first of all fully knowledgeable in the theories, practices, and emerging trends of librarianship and has, as well, specialized knowledge of the particular needs of children as library users.

In developing the following list of recommended competencies, definitions have been drawn from numerous sets of standards for children's services and lists of competencies developed by state agencies and library associations. The intent of this document is to define the role of the librarian serving children in the public library. The competencies will apply in varying degrees according to the professional responsibilities of the librarian serving children. The assignment of responsibilities for planning, managing, and delivering library services to children will vary in relation to the size and staffing pattern of the public library. In many libraries there is only one professional children's librarian, who serves as both manager and principal provider of services. In larger libraries there may be a coordinator of children's services who oversees the delivery of services.

The philosophical basis for children's services in public libraries is full access for children to library materials and services. Other philosophical underpinnings for these competencies are the American Library Association's (ALA) Library Bill of Rights and the ALA-endorsed Freedom to View Statement adopted by the Educational Film Library Association (now the American Film and Video Association). Related ALA statements also include the Library Education and Personnel Utilization Policy and the policy that the master's degree from a program accredited by the ALA is the appropriate professional degree for librarians. It is recommended that the policy manuals of local libraries include copies of these statements in conjunction with

relevant state standards or guidelines

The competencies that follow represent a systematic process. In order to plan and administer an effective program, one must first have knowledge of the community and client group. Planning and management are then based on valid data. Communication is essential in order to articulate goals and objectives. Collection development provides the resources for services and programming. The future of children's services depends upon advocacy and professional development.

Competencies are not static but evolve throughout one's professional career. Librarians must be alert to the changes in society which may necessitate changes in library services and the acquisition of additional competencies. Thus it is understood that professional growth and development is a lifelong process.

I. Knowledge of Client Group

1. Understands theories of infant, child, and adolescent learning and development and their implications for library service.
2. Recognizes the effects of societal developments on the needs of children.
3. Assesses the community regularly and systematically to identify community needs, tastes, and resources.
4. Identifies clients with special needs as a basis for designing and implementing services.
5. Recognizes the needs of an ethnically diverse community.
6. Understands and responds to the needs of parents, care givers, and other adults who use the resources of the children's department.
7. Maintains regular communication with other agencies, institutions, and organizations serving children in the community.

II. Administrative and Management Skills

1. Participates in all aspects of the library's planning

process to represent and support children's services.
2. Sets long- and short-range goals, objectives, and priorities.
3. Analyzes the costs of library services to children in order to develop, justify, administer, and evaluate a budget.
4. Writes job descriptions, and interviews, trains, and evaluates staff who work with children, consulting with other library administrators as indicated in library personnel policy.
5. Demonstrates problem-solving, decision-making, and mediation techniques.
6. Delegates responsibility appropriately and supervises staff constructively.
7. Documents and evaluates services.
8. Identifies outside sources of funding and writes effective grant applications.

III. Communication Skills

1. Defines and communicates the needs of children so that administrators, other library staff, and members of the larger community understand the basis for children's services.
2. Demonstrates interpersonal skills in meeting with children, parents, staff, and community.
3. Adjusts to the varying demands of writing planning documents, procedures, guidelines, press releases, memoranda, reports, grant applications, annotations, and reviews.
4. Speaks effectively when addressing individuals as well as small and large groups.
5. Applies active listening skills.
6. Conducts productive formal and informal reference interviews.
7. Communicates constructively with "problem patrons."

IV. Materials and Collection Development

A. Knowledge of Materials

1. Demonstrates a knowledge and appreciation of

children's literature, audiovisual materials, computer resources, pamphlet file materials, and other materials that constitute a balanced, relevant children's collection.

2. Keeps abreast of new materials and those for retrospective purchase by consulting a wide variety of reviewing sources and publishers' catalogs, including those of small presses; by attending professional meetings; and by reading, viewing, and listening.
3. Is aware of adult reference materials and other library resources which may serve the needs of children and their care givers.

B. Ability to Select Appropriate Materials and Develop a Children's Collection

1. Establishes collection development, selection, and weeding policies for children's materials consistent with the policies of the parent library and the ALA Library Bill of Rights, and applies these policies in acquiring materials for the children's collection.
2. Acquires materials that reflect the ethnic diversity of the community as well as the need of children to become familiar with other ethnic groups and cultures.
3. Understands and applies criteria for evaluating the content and artistic merit of children's materials in all genres and formats.
4. Keeps abreast of current issues in children's materials collections and formulates a professional philosophy with regard to these issues.
5. Cooperates with library technical services to ensure that desired materials are added to the collection as expeditiously as possible.

C. Ability to Provide Patrons with Appropriate Materials and Information

1. Inspires children to become lifelong library users by introducing them to the wealth of library resources

and enabling them to use libraries effectively.

2. Creates an environment in the children's department which provides for enjoyable and convenient use of library resources.
3. Matches patrons with materials appropriate to their interest and abilities.
4. Provides help where needed and respects children's rights to browse.
5. Instructs children in information gathering and research skills as appropriate.
6. Understands and applies search strategies to give children access to information from the widest possible range of sources—children's and adult reference works, indexes, catalogs, computerized data bases, information and referral files, and interlibrary loan networks.
7. Maintains direct contact with community resource people so that children and adults working with children can be referred to appropriate sources of assistance.
8. Consults with library technical services to guarantee that the children's collection is organized for the easiest possible access by its users.
9. Composes bibliographies, booktalks, displays, and other special tools to increase access to library resources and motivate their use.

V. Programming Skills

1. Designs, promotes, executes, and evaluates programs for children of all ages, based on their developmental needs and interests and the goals of the library.
2. Presents a variety of programs or brings in skilled resource people to present these programs, including storytelling, booktalking, book discussions, puppet programs, and other appropriate activities.
3. Provides outreach programs commensurate with community needs and library goals and objectives.
4. Establishes programs and services for parents, individuals and agencies providing child care, and other

professionals in the community who work with children.

VI. Advocacy, Public Relations, and Networking Skills

1. Promotes an awareness of and support for meeting children's library and information needs.
2. Considers the opinions and requests of children in the development and evaluation of library services.
3. Ensures that children have full access to library materials and services as prescribed by the Library Bill of Rights.
4. Acts as liaison with other agencies in the community serving children.
5. Develops cooperative programs between the public library, schools, and other community agencies.
6. Extends library services to individuals and groups presently unserved.
7. Utilizes effective public relations techniques and media to publicize library activities.
8. Understands state, county, and local legal statutes applying to children.
9. Monitors legislation affecting libraries, understands the political process, and lobbies on behalf of children's services.

VII. Professionalism and Professional Development

1. Acknowledges the legacy of children's librarianship and past contributions to the development of the field.
2. Keeps abreast of current trends and emerging technologies, issues, and research in librarianship, child development, and education.
3. Practices self-evaluation.
4. Conveys a nonjudgmental attitude toward patrons and their requests.
5. Demonstrates an understanding of and respect for diversity in cultural and ethnic values.
6. Adheres to the American Library Association's Code of Ethics.
7. Preserves confidentiality in interchanges with patrons.
8. Works with library educators to meet field information

needs of students, welcome interns, and promote professional association scholarships.

9. Participates in professional organizations to strengthen skills and contribute to the profession.
10. Understands that professional development and continuing education are activities to be pursued throughout one's career.

Approved by the Board of Directors of the Association for Library Service to Children, a division of the American Library Association, on January 10, 1989. Reprinted with permission.

APPENDIX F: YOUNG ADULTS DESERVE THE BEST - COMPETENCIES FOR LIBRARIANS SERVING YOUTH

In 1981, the Board of Directors of ALA's Young Adult Services Division (YASD) asked the Education Committee to develop a list of competencies which librarians working with young adults in any type of information agency should be able to demonstrate. The Committee began to develop this competency statement as a guideline for library educators who are involved in training people at the pre-service level. Its applicability and audience is much wider and should also include library administrators, young adult librarians, school library media specialists, and library school students.

In 1989, the Board of Directors reaffirmed these competencies.

The YASD Education Committee determined through research that the following competencies are those needed by a librarian working with youth:

Area I: Leadership and Professionalism

The librarian will be able to:

1. Develop and demonstrate leadership skills in articulating a program of excellence for young adults.
2. Exhibit planning and evaluating skills in the development of a comprehensive program for young adults.
3. Develop and demonstrate a commitment to professionalism.
   a. Adhere to the American Library Association *Code of Ethics*.
   b. Demonstrate a non-judgmental attitude toward young adults.
   c. Preserve confidentiality in interactions with young adults.
4. Plan for personal and professional growth and career

development through active participation in professional associations and continuing education.

5. Develop and demonstrate a strong commitment to the right of young adults to have access to information, consistent with the American Library Association's *Library Bill of Rights*.
6. Demonstrate an understanding of and a respect for diversity in cultural and ethnic values.
7. Encourage young adults to become lifelong library users by helping them to discover what libraries have to offer and how to use libraries.

Area II: Knowledge of Client Group

The librarian will be able to:

1. Apply factual and interpretative information on adolescent psychology, growth and development, sociology, and popular culture in planning for materials and services for young adults.
2. Apply knowledge of the reading process and of types of reading problems in the development of collections and programs for young adults.
3. Identify the special needs of discrete groups of young adults and design and implement programs and build collections appropriate to their needs.

Area III: Communication

The librarian will be able to:

1. Demonstrate effective interpersonal relations with young adults, administrators, other professionals who work with young adults, and the community by:
   a. using principles of group dynamics and group process.
   b. establishing regular channels of communication (both written and oral) with each group.
2. Apply principles of effective communication which reinforce positive behaviors in young adults.

Area IV: Administration

A. PLANNING

The librarian will be able to:

1. Formulate goals, objectives, and methods of evaluation for a young adult program based on determined needs.
   a. Design and conduct a community analysis and needs assessment.
   b. Apply research findings for the development and improvement of the young adult program.
   c. Design, conduct, and evaluate local action research for program improvement.
2. Design, implement, and evaluate an ongoing public relations and report program directed toward young adults, administrators, boards, staff, other agencies serving young adults, and the community at large.
3. Identify and cooperate with other information agencies in networking arrangements to expand access to information for young adults.
4. Develop, justify, administer, and evaluate a budget for the young adult program.
5. Develop physical facilities which contribute to the achievement of young adult program goals.

B. MANAGING

The librarian will be able to:

1. Supervise and evaluate other staff members.
2. Design, implement and evaluate an ongoing program of staff development.
3. Develop policies and procedures for the efficient operation of all technical functions (including acquisition, processing, circulation, collection maintenance, equipment supervision, and scheduling of young adult programs).
4. Identify external sources of funding and other support and apply for those suitable for the young adult program.
5. Monitor legislation and judicial decisions pertinent to

young adults, especially those which affect youth rights, and disseminate this information.

Area V. Knowledge of Materials

The librarian will be able to:

1. Formulate a selection policy for young adult materials, consistent with the parent institution's selection policy, with a systematic procedure for handling challenges.
2. Develop a materials collection for young adults which includes all appropriate formats, using a broad range of selection sources.
3. Demonstrate a knowledge and appreciation of literature for young adults.
4. Identify current reading, viewing, and listening interests of young adults and incorporate these findings into collection development and programs.
5. Design and locally produce materials in a variety of formats to expand the collections.
6. Incorporate technological advances (e.g., computers, video) in the library program.

Area VI. Access to Information

The librarian will be able to:

1. Organize collections to guarantee easy access to information.
2. Use current standard methods of cataloging and classification, and be aware of the newest technology.
3. Create an environment which attracts and invites young adults to use the collection.
4. Develop special tools which provide access to information not readily available, (e.g., community resources, special collections).
5. Devise and publicize pathfinders, booklists, displays, etc., which will ease access to collections and will motivate use.

Area VII: Services

The librarian will be able to:

1. Utilize a variety of techniques (e.g., booktalking,

discussion groups) to encourage use of materials.

2. Provide a variety of information services (e.g., information referral, crisis intervention counseling, on-line data bases) to meet the diverse needs of young adults.
3. Instruct young adults in the basic information gathering and research skills needed for current and future use.
4. Encourage young adults in the use of all types of materials for their personal growth and enjoyment.
5. Design, implement, and evaluate specific programs and activities (both in the library and in the community) for young adults, based on their needs and interests.
6. Involve young adults in planning and implementing services for their age group.

For further information contact:
YALSA/ALA
50 E. Huron Street, Chicago, Illinois 60611
Phone: 1-800-545-2433, ext. 4390

Reprinted with permission.

APPENDIX G: RECOMMENDATIONS ON FURNITURE AND EQUIPMENT FOR CHILDREN

Library and school supply and furniture catalogs routinely offer tables in heights ranging from 25" up, with matching chairs. At least some of the tables in the children's area should be in this short range, with some regular "adult-sized" tables for older children.

Shelving and display furniture come in a variety of sizes and configurations. The children's room design should make allowance for the large formats used in picture book collections. Shelving for picture books should be at least 12" deep, and allow for at least 14" in height. Small format books and board books can also be displayed or shelved on "standard" shelving. Overall stack height in the picture book area should be in the 42" range so that young readers may select books themselves. Standard shelving for the remainder of the collection (allowing for 9" tall books) is sufficient, but it is recommended that they be no more than 60" high, again to allow for ease of access by young readers.

Special display furniture may include the following: record browsing units, paperback and magazine shelving, cassette, video or CD racks, software display units, picture book display tables, or other specialty display furniture. Allowance should be made for both shorter browsers, and for the larger formats of picture and oversized books.

Bulletin boards, standard signage and display cases (preferably with built-in lighting) should be easily visible to children. Signage should be designed using clear, simple typefaces, and where possible, symbols to facilitate understanding.

Other special features, e.g. study carrels, audio-visual stations, and casual seating areas, should also allow for different sizes.

Step stools should be available to help young readers reach high shelves. Card catalogs, public access computers,

microfiche readers, etc., as well as public service desks, should be designed with children in mind. The standard 29" or 32" high desks also allow freer access to people who use wheel chairs.

APPENDIX H: MINIMUM STANDARDS FOR PUBLIC LIBRARIES IN NEW YORK STATE: SECTION 90.2 OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

On December 17, 1993, the New York State Board of Regents adopted the following amendment to section 90.2 of the Regulations of the Commissioner of Education.

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Sections 207, 215, 254 and 273 of the Education Law.

Section 90.2 of the Regulations of the Commissioner of Education is amended, effective February 4, 1994, as follows:

90.2 Standards for registration of public, free association and Indian libraries.

(a) A public, free association or Indian library will be registered if it meets the following standards satisfactory to the commissioner:

(1) is governed by written bylaws which outline the responsibilities and procedures of the library board of trustees;

(2) has a board-approved, written, long-range plan of service;

(3) presents an annual report to the community on the library's progress in meeting its goals and objectives;

(4) has board-approved written policies for the operation of the library;

(5) presents annually to appropriate funding agencies a written budget which would enable the library to meet or exceed these standards and to carry out its long-range plan of service;

(6) periodically evaluates the effectiveness of the library's collection and services in meeting community needs;

(7) is open the following scheduled hours:

Population	Minimum Weekly Hours Open
Up to 500	12
500 - 2,499	20
2,500 - 4,999	25
5,000 - 14,999	35
15,000 - 24,999	40
25,000 - 99,999	55
100,000 and above	60

(8) maintains a facility to meet community needs, including adequate space, lighting, shelving, seating, and restroom;

(9) has a telephone, photocopier, microform reader, microcomputer, printer, modem, telefacsimile machine and other equipment necessary to facilitate access to information;

(10) distributes printed information listing the library's hours open, borrowing rules, services, location and phone number.

(11) employs a paid director in accordance with the provisions of Section 90.8 of this Part.

(b) Any public, free association or Indian library registered by the department at the time this section takes effect shall be required to meet the standards for registration in subdivision (a) of this section on the following schedule:

(1) meet the standards of paragraphs (1) through (5) and (10) of subdivision (a) of this section on or before January 1, 1995.

(2) meet the standards of paragraph (6) of subdivision (a) of this section on or before January 1, 1997.

(3) meet the standards of paragraphs (7), (8), (9), and

(11) of subdivision (a) of this section on or before January 1, 1999.

(c) Variances. If circumstances over which any public, free association or Indian library has no control prevent it from meeting one or more of the standards of service set forward in subdivision (a) of this section, such library may apply for a variance for such standard(s). The application for such variance shall be submitted for such library by the public library system of which such library is a member, in a form prescribed by the commissioner. No variance granted pursuant to this subdivision shall be deemed to relieve a public, free association or Indian library of any obligation imposed by any other provision of federal or state law.

BIBLIOGRAPHY

Basic Resources:

Becoming a Nation of Readers: The Report of the Commission on Reading. Washington, DC: National Academy of Education, National Institute of Education, Center for the Study of Reading, 1985.

The Electronic Doorway Library: Meeting the Information Needs of the People of New York State. Albany, NY: The University of the State of New York, The State Education Department, Division of Library Development, 1993.

A Nation at Risk: The Full Account, second edition. Washington, DC: National Committee on Excellence in Education, 1992.

A New Compact for Learning: Improving Public Elementary, Middle and Secondary Education Results in the 1990s. Albany, NY: The New York State Board of Regents, 1991.

Realities: Educational Reform in a Learning Society. Chicago: American Library Association, 1984.

State of the Child in New York State. Albany, NY: New York State Council on Children and Families, 1988.

Statistics:

The Adolescent and Young Adult Fact Book. Washington, DC: The Children's Defense Fund, 1991.

Kids Count Data Book: State Profiles of Child Well-Being. Washington, DC: The Center for the Study of Social Policy, 1991.

National Center For Education Statistics. This agency publishes a continuing series of reports presenting national education data. Examples: Services and Resources for Children in Public Libraries 1988-89; Services and Resources for Young Adults in Public Libraries, July 1988. Available

from U.S. Department of Education, Offices of Education Research and Improvement, Washington, DC 20208-5730.

Public Library Data Service Statistical Reports are issued annually by the Public Library Association of the American Library Association, Chicago, IL.

The State of America's Children Yearbook. Washington, DC: Children's Defense Fund, 1994.

Where to Find Data About Adolescents and Young Adults: A Guide to Sources. Washington, DC: Children's Defense Fund, November 1989.

Youth Indicators 1991: Trends in the Well-Being of American Youth. Washington, DC: U.S. Department of Education, Office of Education Research and Improvement.

Americans with Disabilities Act:

Americans With Disabilities Act Handbook. Washington, DC: Equal Employment Opportunity Commission and the U.S. Department of Justice, 1991.

And Access For All: ADA and Your Library. ALA: Library Video Network, 320 York Road, Towson, MD 21204.

Crispen, Joanne L. ed. The Americans With Disabilities Act: Its Impact on Libraries. Chicago: American Library Association, 1993.

Foos, Donald D. and Nancy C. Pack, comp. and ed. How Libraries Must Comply with the Americans With Disabilities Act (ADA). Phoenix, AZ: Oryx Press, 1992.

Velleman, Ruth A. Meeting the Needs of People with Disabilities: a Guide for Librarians, Educators, and Other Service Professionals. Phoenix, AZ: Oryx Press, 1990.

Walling, Linda Lucas and Marilyn H. Karrenbrock. Disabilities, Children and Libraries: Mainstreaming Services in Public Libraries and School Library Media Centers. Englewood, CO: Libraries Unlimited, 1993.

Management:

Benne, Mae. Principles of Children's Services in Public Libraries. Chicago: American Library Association, 1991.

Chelton, Mary K. and James M. Rosinia. Bare Bones: Young Adult Services Tips for Public Library Generalists. Chicago: American Library Association, 1993.

Connor, Jane Gardner. Children's Library Services Handbook. Phoenix, AZ: Oryx Press, 1990.

Directions for Library Service to Young Adults, second edition. Chicago: American Library Association, the Young Adult Library Services Association, 1993.

Fasick, Adele M. Managing Children's Services in the Public Library. Englewood, CO: Libraries Unlimited, Inc., 1991.

Owen, Amy. "Current Issues and Patterns in State Standards for Public Library Service." Public Libraries, Volume 31, Number 4 (July-August 1992) pp. 213-220.

Jones, Patrick. Connecting Young Adults and Libraries: A How-To-Do-It Manual. No. 19. NY: Neal-Schuman, 1992.

Rollock, Barbara T. Public Library Services for Children. Hamden, CT: The Shoe String Press, Library Professional Publications 1988.

Simon, Anne E., ed. Kids Welcome Here: Writing Public Library Policies that Promote Use by Young People. Albany: New York Library Association, the Youth Services Section, 1990.

Planning and Evaluation:

McClure, Charles R., et al. Planning and Role Setting for Public Libraries: A Manual of Options and Procedures. Chicago: American Library Association, 1987.

Van House, Nancy A., et al. Output Measures for Public Libraries: A Manual of Standardized Procedures, second

edition. Chicago: American Library Association: 1987.

Walter, Virginia A. Output Measures for Public Library Service to Children: a Manual of Standardized Procedures. Chicago and London: American Library Association, 1992.

A companion publication on Young Adult Output Measures is forthcoming from the Young Adult Library Services Association of the American Library Association.

STANDARDS REVISION COMMITTEE
Youth Services Section
New York Library Association

Mary Rinato Berman, Regional Librarian,
Belmont Branch/Enrico Cultural Center, Bronx NY

Mary L. Brink, Executive Director,
Nioga Library System, Lockport NY

Mary A. Brown, Director,
Mount Vernon Public Library, Mount Vernon NY

Rosanne Cerny, Coordinator of Children's Services for
the Queens Borough Public Library, Jamaica NY

Julie Cummins, Coordinator of Children's Services for
The New York Public Library, New York NY

Nancy M. Rubery, Chair
Assistant Director, Pioneer Library System, Newark NY

Anne Simon, Library Development Specialist,
Division of Library Development,
New York State Library, Albany NY

Patricia Stocker, Outreach Coordinator,
Pioneer Library System, Newark NY

Lisa C. Wemett, Youth Services Coordinator,
Pioneer Library System, Newark NY

Margaret Glisson, Editor
Librarian, DeWitt Road Elementary School,
Webster Central Schools, Webster NY

Sub-Committees:

Planning: Mary L. Brink, Chair

Linda Perkins, Coordinator of Work With Children
Buffalo and Erie County Public Library, Buffalo NY

Marie E. Bindeman, Youth Services Consultant,
Nioga Library System, Lockport NY

Outreach: Patricia Stocker, Chair

Sara Dallas, Outreach Coordinator,
Upper Hudson Library System, Albany NY

Carol Milazzo, Outreach Coordinator
Nioga Library System, Lockport NY

Deborah Scheffler, formerly Outreach Coordinator
Finger Lakes Library System, Ithaca NY

Young Adult Services: Lisa C. Wemett, Chair

Ellin Chu, Head of the Literature Division
Rochester Public Library, Rochester NY

Marilee Foglesong, Coordinator of Young Adult Services
for The New York Public Library, New York NY

Laura A. Frary, Young Adult Services,
Garden City Public Library, Garden City NY

Lucy McCormick, School Library Media Specialist,
Bay Trail Middle School, Penfield Central Schools,
Penfield NY

Lindsay Ruth, Head of Young Adult and Reference
Services, Geneva Free Library, Geneva NY

Review Committee Members:

Karen Breen
Library Power

Julie Cummins, Chair
Coordinator of Children's Services
The New York Public Library

Bruce Daniels, Director,
Onondaga County Public Library

Rhonna Goodman, Associate Librarian
for Development
New York Academy of Medicine

Patricia Glass Schuman, President
Neal-Schuman Publishers, Inc.

Joseph F. Shubert, State Librarian
New York State Library

Ristiina Wigg, Children's Consultant
Mid-Hudson Library System

INDEX

access	2- 4, 6, 17-18, 20, 22-24, 29-30, 34, 42-44
adolescent development	10, 49
agency	10-11, 15, 22, 27, 31-32
Americans With Disabilities Act	1-2, 25, 42-44
assistive device	19, 28-29, 42-44
association	2, 6, 11, 14-15, 24, 32
budget	5, 7, 15, 17, 19, 23, 28, 31
child development	9, 19, 48-49
collection development	6, 10, 18-19, 22, 28
confidentiality	20, 30
consultant	2, 9, 12-14
competencies	2, 15, 18, 50-61
coordinator	11-13, 17
disability	1-2, 23, 25, 29, 31-32, 42-43
equipment	23-25, 30, 43, 62-63
furniture	24-25, 34, 42-44, 62-63
goal	2-3, 5-6, 11, 18
grant	7, 12, 18
home schooling	22
input measures	7, 20, 24, 28
objectives	5-6, 11, 18
output measures	1-2, 5-7, 17, 19-20, 23-24, 28-29, 33-34
outreach	1, 10, 12, 15, 27
planning	1-2, 5-7, 10-11, 14, 17-18, 31
policy	6, 10-11, 18-21, 27
preschool	22, 25, 48
program	7, 10, 12-13, 20, 22-25, 27, 30-33
public relations	12, 24, 33
reference	7, 9, 19, 21-22, 28, 30-31
registration	6, 20
report	5, 7, 46
role	1, 3-7, 17-18, 27, 45, 47
salaries	11
school	11, 22, 24, 27, 30-33, 48
volunteer	11, 31